Kindergarten Visual & Performing Arts  
Music Kdg

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).

2CE Explore steady beat and rhythm.

3CE Listen to and explore the music of various styles, composers, periods and cultures.

4CE Explore and identify a wide variety of sounds, including the human voice.

5CE Explore a variety of classroom instruments. (e.g., metals, skins and woods.).

8CE Explore connections between sound and its visual representation.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* high/low
* visual representation

**Rhythm**

* long/short
* steady beat
* visual representation

**Tempo**

* fast/slow
* steady beat

**Dynamics**

* loud/soft

**Performance Technique**

* head voice
* appropriate posture
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures (social studies)

Skills

1. Identify same and different.
2. Explore steady beat.
3. Explore rhythm.
4. Listen to music.
5. Explore music.
6. Explore sounds.
7. Identify sounds.
8. Explore instruments.
9. Explore connections between sound and its visual representation.
10. Demonstrate independence.
11. Build knowledge.
12. Respond to demands of audience, task, purpose and discipline.
13. Understand perspectives.
14. Participate in collaborative conversations.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?

Standards Vocabulary

1. same/different
2. style
3. culture
4. explore

Additional Vocabulary

1. fast/slow
2. long/short
3. high/low
4. loud/soft
5. steady beat
6. rhythm
7. composer
8. instruments (metals, skins, woods)

Stage 2: Assessment Evidence

Same or Different

Formative: Listening Task

Teacher provides worksheets on which students circle the picture of a lion if they identify the listening example as loud and a cat if the listening example is soft.

Steady Beat and Rhythm

Diagnostic: Class Discussion

Teacher guides students' listening and response to various examples of steady beat and rhythm.

Instrument Identification

Summative: Writing Assignment

Teacher provides worksheets and verbally instructs students to color code specific parts of the instrument.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice: Same or Different. Students listen to examples of music to identify same and different (i.e. loud and soft).
2. Drill and Practice: Same or Different Eggs. Fill plastic eggs with various materials (e.g. sand, beans, rice, paper clips). Students can each choose two eggs, shake them, and determine if the contents are the same or different.
3. Guided and Shared Listening: Steady Beat and Rhythm. Students listen to examples of steady beat and rhythm through the use of live or recorded music, class chants, or songs.
4. Lecture/Inquiry: Instrument Identification. Students will be introduced to classroom instruments, including types and parts (i.e., introduce an "Instrument of the Week").
5. Inquiry: Blind Instrument Identification. Place various percussion instruments in a bag. Allow students to put a hand in the bag and identify the instrument by touch before removing it from the bag.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Kodaly in Kindergarten: 50 Lesson Plans, Curriculum, Song Collection* by Katinka S. Daniel  
   *First Steps in Music by* John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)  
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*M is for Melody: A Music Alphabet (Sleeping Bear Alphabets)* by Kathy-jo Wargin

Resources

* Carnegie Hall Music Educators Toolbox: Kindergarten (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/K%20Summative%20Assessment.pdf>)

Kindergarten Visual & Performing Arts  
Music Kdg

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

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They demonstrate independence.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).

2PR Demonstrate a steady beat and maintain it while performing.

3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

4PR Create a wide variety of vocal and instrumental sounds.

5PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

7PR Create a visual representation of sound.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

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4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

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Content

**Pitch**

* high/low
* visual representation

**Rhythm**

* long/short
* steady beat
* visual representation

**Tempo**

* fast/slow
* steady beat

**Dynamics**

* loud/soft

**Performance Technique**

* head voice
* appropriate posture
* appropriate instrument use

**Cross-Curricular Connections**

* various cultures (social studies)

Skills

1. Demonstrate same and different.
2. Demonstrate a steady beat.
3. Maintain steady beat while performing.
4. Sing music.
5. Move to music.
6. Create vocal sounds.
7. Create instrumental sounds.
8. Play instruments.
9. Create a visual representation of sound.
10. Demonstrate independence.
11. Build knowledge.
12. Respond to demands of audience, task, purpose and discipline.
13. Understand perspectives.

Essential Questions

1. Why is steady beat an important element in music?
2. How are opposites used in music?

Standards Vocabulary

1. same/different
2. style
3. culture
4. create

Additional Vocabulary

1. fast/slow
2. long/short
3. high/low
4. loud/soft
5. steady beat
6. rhythm
7. composer
8. instruments (metals, skins, woods)
9. head voice
10. posture
11. technique
12. vocal
13. instrumental

Stage 2: Assessment Evidence

Pitch and Rhythm

Summative: Writing Assignment

Teacher aurally assesses students' ability to accurately match pitch and rhythm and provides worksheets which assess identifying sol, mi body solfege and drawing Kodaly rhythm symbols.

Steady Beat

Diagnostic: Teacher Observation

Teacher observes students moving to music and playing classroom instruments, demonstrating steady beat accurately.

Simple Rhythm Creation

Formative: Teacher Observation

The teacher records students' accuracy as students create simple rhythmic patterns dictated by the teacher.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Drill and practice: Pitch and Rhythm. Students echo teacher in large group, small group, then individually (pitch and rhythm).
2. Demonstrate: Steady Beat. Students move to steady beat (live or recorded music, class chants, or songs), and then incorporate classroom instruments.
3. Demonstrate/Collaborative Learning: Simple Rhythm Creation. Students create simple rhythms (long and short patterns) using a manipulative (i.e. popsicle sticks).

Resources

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Kindergarten Visual & Performing Arts  
Music Kdg

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

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Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

4RE Identify and connect a concept shared between music and another curricular subject.

6RE Respond to sound with a drawing of how the sound makes them feel.

7RE Offer opinions about their own musical experiences and responses to music.

1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.

2RE Describe how sounds and music are used in our daily lives.

3RE Describe the difference between steady beat and rhythm.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Rhythm**

* long/short
* steady beat

**Cross-Curricular Connections**

* various and contrasting styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* music in sacred settings (religion)
* shared concepts (other disciplines)
* self-expression (visual art)
* self-expression (language arts)

Skills

1. Share ideas about music.
2. Describe how sounds and music are used in our daily lives.
3. Describe the difference between steady beat and rhythm.
4. Identify shared concepts.
5. Connect shared concepts.
6. Respond to sound by drawing.
7. Share opinions about musical experiences.
8. Demonstrate independence.
9. Build knowledge.
10. Respond to demands of audience, task, purpose and discipline.
11. Comprehend musical concepts.
12. Critique music.
13. Understand perspectives.
14. Participate in collaborative conversations.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. style
2. opinion
3. experience (noun)

Additional Vocabulary

1. composer
2. steady beat
3. rhythm

Stage 2: Assessment Evidence

Listening Activity

Formative: Listening Task

Students respond to sound by drawing appropriate responses, and then describe their drawings with a partner, small group, or in class discussion.

Music in Our Lives

Diagnostic: Class Discussion

Teacher guides students' responses regarding music in their lives.

Music and Literature

Summative: Aural Assessment

Teacher leads and observes students in storytelling activity with student accompaniment. Following the activity, the teacher leads a discussion about the quality of the performance.

Stage 3: Learning Plan

Learning Experiences

1. Guided and Shared: Listening Activity. Students listen to live or recorded music and draw imaginative pictures depicting the music and how it makes them feel (i.e. *Spring*, by Vivaldi).
2. Guided and Shared: Listening Response. Students listen to a variety of different live or recorded music and respond to the different music through body movements or dance.
3. Discussion: Music in Our Lives. The teacher and students will discuss when and where they hear music in their daily lives (i.e., movie soundtracks, radio, Mass).
4. Storytelling: Music and Literature. Students play simple rhythmic and melodic lines on classroom instruments using age appropriate storybooks to incorporate character themes that relate to the story (i.e., using guide books such as *Creative Bits with Children's Lit* by Sandy Lantz and Gretchen Wahlberg).

Resources

* Beaten Path Publications: Creative Bits (<http://www.beatinpathpublications.com/SLGW/home.html#CBCL>)

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Kindergarten Visual & Performing Arts  
Music Kdg

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

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L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short).

2CE Explore steady beat and rhythm.

3CE Listen to and explore the music of various styles, composers, periods and cultures.

4CE Explore and identify a wide variety of sounds, including the human voice.

5CE Explore a variety of classroom instruments. (e.g., metals, skins and woods.).

6CE Attend live music performances.

7CE Identify a musician and his or her roles (e.g., composer, conductor and Performer.

8CE Explore connections between sound and its visual representation.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Pitch**

* high/low
* visual representation

**Rhythm**

* long/short
* steady beat
* visual representation

**Tempo**

* fast/slow
* steady beat

**Dynamics**

* loud/soft

**Performance Technique**

* head voice
* appropriate posture
* appropriate instrument use

**Performance Observation**

* attendance
* roles of musician

**Cross-Curricular Connections**

* various cultures (social studies)

Skills

1. Identify same and different.
2. Explore steady beat.
3. Explore rhythm.
4. Listen to music.
5. Explore music.
6. Explore sounds.
7. Identify sounds.
8. Explore instruments.
9. Attend a live performance.
10. Identify a musician.
11. Identify musician's role.
12. Explore connections between sound and its visual representation.
13. Demonstrate independence.
14. Build knowledge.
15. Respond to demands of audience, task, purpose and discipline.
16. Understand perspectives.
17. Participate in collaborative conversations.
18. Demonstrate command of written and spoken English.

Essential Questions

1. How do the elements of music work together to create music?
2. How should one behave during a musical performance?
3. Why is it important to create music?

Standards Vocabulary

1. same/different
2. style
3. culture
4. explore

Additional Vocabulary

1. fast/slow
2. long/short
3. high/low
4. loud/soft
5. steady beat
6. rhythm
7. composer
8. instruments (metals, skins, woods)
9. performance
10. performer
11. conductor
12. musician

Stage 2: Assessment Evidence

Same or Different

Formative: Listening Task

Teacher provides worksheets on which students map pitch contour.

BeatNo Beat

Summative: Writing Assignment

Teacher provides students with a beat/no beat worksheet. Students listen to examples of beat and no beat, identifying beat by circling a "beat box" and identify the absence of beat by circling the "no beat box."

Performance Practice

Formative: Class Discussion

Teacher and students discuss the roles of musicians before and after watching a recorded performance.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice: Same or Different. Students listen to examples of music to identify same and different (i.e. pitch).
2. Drill and Practice: BeatNo Beat. Students listen to examples of steady beat through the use of live or recorded music, class chants, or songs.
3. Discussion: Performance Practice. Students identify the roles of musicians as seen in a recorded performance.
4. Creativity: Percussion Improv. Students will be given various percussion instruments. While the class sings a sacred song or hymn, the students will improvise accompaniment with their percussion instrument.
5. Creativity: Performance Dos and Don'ts. In small groups, have some groups of students act out the correct way to listen to a variety of musical performances (orchestra, jazz band, rap) and other groups act out the incorrect way to listen to each of those musical performances. Discuss the dos and don'ts of performance etiquette for each context as a class.

Resources

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Kindergarten Visual & Performing Arts  
Music Kdg

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

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Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).

2PR Demonstrate a steady beat and maintain it while performing.

3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

4PR Create a wide variety of vocal and instrumental sounds.

5PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

6PR Demonstrate audience behavior appropriate for the context and style of music performed.

7PR Create a visual representation of sound.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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Content

**Pitch**

* high/low
* visual representation

**Rhythm**

* long/short
* steady beat
* visual representation

**Tempo**

* fast/slow
* steady beat

**Dynamics**

* loud/soft

**Performance Technique**

* head voice
* appropriate posture
* appropriate instrument use

**Performance Observation**

* appropriate behavior

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* composers (history)

Skills

1. Demonstrate same and different.
2. Demonstrate a steady beat.
3. Maintain steady beat while performing.
4. Sing music.
5. Move to music.
6. Create vocal sounds.
7. Create instrumental sounds.
8. Play instruments.
9. Demonstrate proper technique when playing instruments.
10. Demonstrate appropriate audience behavior.
11. Create a visual representation of sound.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose and discipline.
15. Understand other perspectives and cultures.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Speak audibly and express thoughts, feelings, and ideas clearly.

Essential Questions

1. Why is steady beat an important element in music?
2. How are opposites used in music?
3. Why is it important to create music?

Standards Vocabulary

1. same/different
2. style
3. culture
4. create

Additional Vocabulary

1. fast/slow
2. long/short
3. high/low
4. loud/soft
5. steady beat
6. rhythm
7. composer
8. instruments (metals, skins, woods)
9. head voice
10. posture
11. technique
12. audience
13. vocal
14. instrumental

Stage 2: Assessment Evidence

Steady Beat

Formative: Teacher Observation

Teacher observes the students accurately keeping the steady beat by tapping on a heartbeat chart.

Simple Rhythm Creation

Summative: Visual Arts Project

Teacher dictates simple rhythmic patterns and students create permanent visual representations of the rhythms.

Performance Observation Practice

Formative: Dramatization

Teacher observes students' appropriate behavior as they watch a pre-recorded performance.

Stage 3: Learning Plan

Learning Experiences

1. Demonstrate: Steady Beat. Students move to steady beat (live or recorded music, class chants or songs).
2. Demonstrate/Collaborative Learning: Simple Rhythm Creation. Using a manipulative (i.e., popsicle sticks), students will create simple rhythms (long and short patterns).
3. Role Playing: Performance Observation Practice. Before attending a live performance, students will practice appropriate audience behavior while watching a recorded performance.
4. Creativity: Cultural Accompaniment. Students will play instruments from various cultures to accompany folk songs and spirituals. As a class they can discuss the differences in music from other cultures.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *First Steps in Music* by John Feierabend (Beginning Circle Games, Call Response, Children's Songtales, Echo Songs, Fingerplays Action Songs, Lullabies, Pitch Exploration, Simple Songs Circles, Song Dances)  
   *Kodaly in Kindergarten: 50 Lesson Plans, Curriculum, Song Collection* by Katinka S. Daniel  
   *150 American Folk Songs to Sing, Read, and Play* by B.H. Kodaly  
   *Sail Away* by B.H. Kodaly  
   *Meet the Orchestra* by Ann Hayes  
   *Zin! Zin! Zin! A Violin (Aladdin Picture Books)* by Lloyd Moss  
   *Animal Orchestra (Little Golden Book)* by Ilo Orleans  
   *Pete the Cat: Rocking in My School Shoes* by James Dean

*Around The World We Go* by Margaret Wise Brown

1. **Audio Resources**

*Wee Sing Around the World* Audio CD by Pamela Conn Beall and Susan Hagen Nipp  
*Wee Sing Animals, Animals, Animals* Audio CD by Pamela Conn Beall and Susan Hagen Nipp

Resources

* Carnegie Hall Music Educators Toolbox - Kindergarten (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/K%20Summative%20Assessment.pdf>)

Kindergarten Visual & Performing Arts  
Music Kdg

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Kindergarten OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

OH Kindergarten OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

4RE Identify and connect a concept shared between music and another curricular subject.

5RE Identify and discuss various uses of music in the United States and the various meanings of the term musician.

6RE Respond to sound with a drawing of how the sound makes them feel.

7RE Offer opinions about their own musical experiences and responses to music.

1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.

2RE Describe how sounds and music are used in our daily lives.

3RE Describe the difference between steady beat and rhythm.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Rhythm**

* long/short
* steady beat

**Performance Observation**

* roles of musician

**Cross-Curricular Connections**

* various and contrasting styles (social studies)
* composers and musical periods (history)
* music in culture (social studies)
* music in sacred settings (religion)
* shared concepts (other disciplines)
* self-expression (visual art)
* self-expression (language arts)

Skills

1. Share ideas about music.
2. Describe how sounds and music are used in our daily lives.
3. Describe the difference between steady beat and rhythm.
4. Identify shared concepts.
5. Connect shared concepts.
6. Identify uses of music in United States.
7. Discuss uses of music in United States.
8. Identify meaning of "musician."
9. Discuss meaning of "musician."
10. Respond to sound by drawing.
11. Share opinions about musical experiences.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose and discipline.
15. Understand other cultures and perspectives.
16. Comprehend musical concepts.
17. Critique music.
18. Value evidence.
19. Participate in collaborative conversations.
20. Demonstrate command of written and spoken English.

Essential Questions

1. How does music connect to other subjects?
2. How is music used in everyday life, including our Catholic faith?

Standards Vocabulary

1. style
2. opinion
3. experience
4. United States

Additional Vocabulary

1. composer
2. steady beat
3. rhythm
4. musician
5. folk songs

Stage 2: Assessment Evidence

Listening Activity

Summative: Listening Task

Teacher assesses students' visual representations and listens to and guides class discussions.

Music in Our Lives

Formative: Class Discussion

Teacher guides students' responses with an emphasis on religious music.

Music and Literature

Formative: Aural Assessment

Teacher leads and observes students in storytelling activity with student accompaniment. Following the activity, the teacher leads a discussion about the quality of the performance.

Stage 3: Learning Plan

Learning Experiences

1. Guided and Shared Listening: Listening Activity. Students listen to live or recorded music and draw imaginative pictures depicting the music and how it makes them feel (i.e. *Carnival of the Animals,* by Saint-Saens). Students then describe their drawings with a partner, in a small group, or as a class.
2. Discussion: Music in Our Lives. The teacher and students will discuss when and where they hear music in their daily lives (i.e. movie soundtracks, radio, Mass).
3. Storytelling: Music and Literature. Students play simple rhythmic and melodic lines on classroom instruments using age appropriate storybooks that focus on American folklore (i.e. Johnny Appleseed) to incorporate character themes that relate to the story.
4. Dramatization: Animal Songs. As the class sings the song "God Made the Animals" by Ruth Elaine Schram or another song about animals, students will respond physically to each animal mentioned in the song through movement or dance.

Resources

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   *Sail Away* by B.H. Kodaly

*Paul Bunyan (Reading rainbow book)* by Steven Kellogg  
*Johnny Appleseed* by Jodie Shepherd  
*Animal Folk Songs for Children* by Ruth Crawford Seeger  
*American Folk Songs for Children* by Ruth Seeger, editor

Resources

* Carnegie Hall Music Educators Toolbox: Kindergarten (<http://www.carnegiehall.org/uploadedFiles/Resources_and_Components/PDF/WMI/K%20Summative%20Assessment.pdf>)